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# The role of inner values to teamwork during design for social innovation

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Professionals can increase their performance by improved actions but true change occurs when the underlying 'inner values' change (Argyris and Schön, 1974; Smith, 2013). Applying a design process while working in teams during social innovation projects also requires certain 'inner values'. Schön (1983) suggested reflection as a way to improve professional practice by challenging and changing the underlying value system. Various literature identifies different inner values, which are considered important for teamwork during design for social innovation (DfSI), however this is not systematic, evidence-based research. This paper presents such a study conducted in this context.

Firstly, this study presents a review of key literature, which leads to a list of inner values considered important by authors for DfSI. Secondly, a survey method collected quantitative and qualitative data from 29 expert design practitioners who reflected on their teamwork experience during DfSI. The survey showed that most experts apply the list of inner values from literature, yet their understanding demonstrates a variety of interpretation and application, leading to more questions than answers and revealing the complexity of DfSI. The survey also found that whilst many inner values play an important role, the trade-off between them is essential, requiring wisdom and balance by the designer.

keywords: Inner values, teamwork, design, social innovation



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## Background

McDowell, et.al. (2016) claim, “Hierarchical organizational models aren’t just being turned upside down—they’re being deconstructed from the inside out. Businesses are reinventing themselves to operate as networks of teams to keep pace with the challenges of a fluid, unpredictable world.” They give examples of restructuring in the U.S. military, GE, IBM, Amazon, Nestlé and many other companies, which report that the “network of teams” is governed by a common organizational strategy and yet the teams are empowered to set out their own goals. The members in such teams communicate openly within and across teams, and supply real-time information to stakeholders. However, working in teams can be stressful for various reasons and brings importance to ‘reflexivity’. where teams can be collectively “cognizant of the issues of diversity and differentiation” (Cooke and Kothari, 2001). For such cognizance, the learning mechanisms employed are driven by the interactions, either interaction with other people (learning by participation (Platts, 2013)) or interaction with the surroundings (learning by acquisition (Sfard, 1998)) or even interaction with oneself (learning by reflecting (Schön, 1983)). However, competence during any learning comes not only from knowledge and skills but also by having an appropriate attitude. For example, when interacting with a rock, the attitude of an expert sculptor is different to that of a novice, which makes all the difference. Attitudes arise out of a core of inner values and beliefs. While beliefs are assumptions and convictions that are held to be true, based on past experiences, inner values are the worth of things, concepts and people in the mind (Thompson, 2013, p.34). Inner values have also been called ‘Character Strengths’ (Peterson and Seligman, 2004), ‘Governing Variables’ (Argyris and Schön, 1974) and ‘Virtues’ (Schwartz, 2009). The Jubilee Centre has been researching such inner values in a variety of human occupations and professions, and has published reports on the professions of law, medicine and teaching and more recently the British Army, nursing and business. However, similar research in the field of Design for Social Innovation (DfSI) remains vague.

The earliest contribution in developing individual design practice comes from Schon’s “Reflective Practitioner” (1983). His contribution was considered seminal in the field of design to inculcate reflection in action and contributes to the development of professional practice by changing more than just actions. This can be understood using early work by Argyris and Schön (1974, 1987), which explains theories of change where professionals have certain espoused theories regarding their own practice and theories in action that denote what actually exists in their professional practice. The gap between such espoused theories and theories in action breeds the possibility for professional development, which leads to organizational change in teams, institutions and society. To explain change in the professional practice of teams, Argyris and Schön (ibid) propose two models: Model one is based on ‘error detection and correction’ (Smith, 2013), while model two “involves questioning the role of the framing and learning systems which underlie actual goals and strategies” (Usher and Bryant: 1989:87). To help understand the models of change, Argyris and Schön define three elements. The three elements are:

**“Governing variables:** those dimensions that people are trying to keep within acceptable limits. Any action is likely to impact upon a number of such variables or inner values—thus any situation can trigger a trade-off among governing variables.

**Action strategies:** the moves and plans used by people to keep their governing values within the acceptable range.

**Consequences:** what happens as a result of an action. These can be both intended (those which actors believe will result) and unintended. Consequences can also be for the self, and/or for others” (Argyris and Schön, 1974 as described by Anderson, 1997 in Smith, 2013).

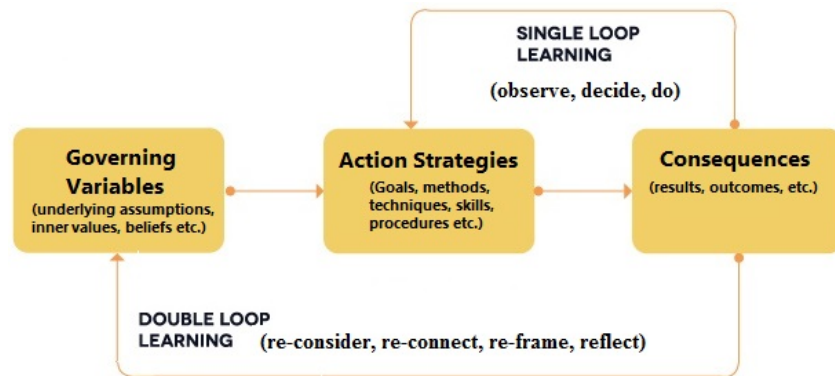


Figure 1: Single and Double Loop Learning. Source: Adapted from Argyris and Schon (1978)

This paper describes how a professional or team of professionals utilise or hope to utilise certain governing variables, called ‘inner values’, to devise action strategies during their practice, which leads to intended and some unintended consequences. Model one, based on ‘error detection and correction’ (Smith, 2013), depicts change in action strategies only with minimum reflection and no change in the governing variables. Here the focus is on ‘technique and making technique efficient’ (Usher and Bryant: 1989:87). It is called single-loop learning and it hinders the creation of sustained outcomes and leads to temporary change because the underlying assumptions, beliefs and inner values are unchanged (Argyris and Schon, 1974, explained in Smith, 2013). On the other hand, model two, which “involves questioning the role of the framing and learning systems that underlie actual goals and strategies” (Usher and Bryant: 1989:87) leads to a change in governing variables (underlying assumptions, beliefs and core inner values) and in turn changes the course of action strategies being applied. The process is called double-loop learning where “reflection is more fundamental; the basic assumptions behind ideas or policies are confronted... hypotheses are publicly tested... processes are dis-confirmable not self-seeking” (Argyris, 1982:103-4). This leads to shared outcomes, which sustain scrutiny and such outcomes survive beyond the project intention. Thus, the role of reflection is highlighted for trading off those inner values that may become a hindrance to professional development while building up the necessary inner values, which support better professional practice. Schön (1983) also explains ways in which designers can practice such reflection in action to become better professionals, but does not highlight which inner values play important roles. He also does not clarify the designer’s development as part of a team, or while working with participatory approaches. This may be because the importance of inner values is context specific and designers often work on projects across a wide variety of contexts. However, it should be noted that inner values cannot be considered important or un-important without the context in which they are applied. Therefore, the context for this research is defined as ‘teamwork during DfSI’ (Vyas, et.al., 2016).

## Context

The term Design has been understood differently by different disciplines and the definition adopted during this research is: “The purposeful activity initiated by the recognition of a perceived problem or opportunity, which through the application of energy, skill and resources leads to re-arranging the reality, set against a particular contextual backdrop of broader change, so that the changes facilitate value and benefit to an identifiable quantity of people who come into contact with the changes” (Spencer, 2008). Also, during this research social innovations are “Innovations that are social in both their ends and means. Specifically we define social innovations as new ideas (products, services and models) that simultaneously meet social needs... and create new social relationships or collaborations. They are innovations that are not only good for society but enhances society’s capacity to act.” (Board of European Policy Advisors in Hubert, 2010).

Defining the context enables the literature on inner values with regard to teamwork, DfSI, to be judged as relevant to this research. It should be further noted, that certain inner values may be useful for traditional product or industrial design contexts (e.g. shrewdness as described in Kaufman, 2014) rather than teamwork for the DfSI context and such inner values are not considered relevant during this study. Thus, this research looks for inner values recognised in literature relating to the combined context of: teamwork, design and social innovation.

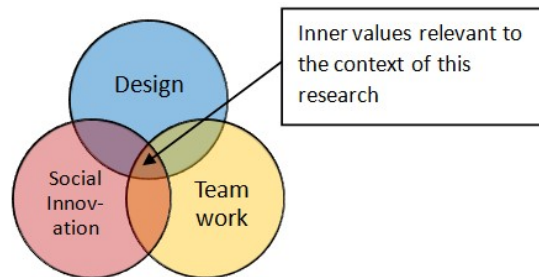


Figure 2: Context of Research. By author.

This research suffered obvious time constraints, limiting the number of inner values that could be recognized in literature. The section below provides a set of inner values recurring in key literature on teamwork, design, social innovation and DfSI. The list is not exhaustive but a start of an enquiry and a beginning to gathering reflections on Design practice.

### *Inner values for teamwork during DfSI*

#### **Hopefulness for co-operation:**

Table 1 shows the key literature on Hopefulness as inner value during teamwork for DfSI. With regard to Hopefulness, Nowak explains how human society requires hopefulness, that the first step of both parties will be towards co-operation. Similarly, Peterson and Seligman from psychology mention that Hopefulness is a virtue, a strength of character, which helps in initiating new relationships. Authors from leadership studies explain how hopeful leaders are able to make holistic decisions because they are inclusive and encouraging in their approach with others. Therefore, hopefulness as an inner value is

considered important for teamwork during DfSI, because it helps to create new relationships that can benefit teams through encouraging participation, inclusive decision making and a positive approach to working together.

*Table 1: Key literature on Hopefulness for co-operation during team work for DfSI*

Author	Context	View
Nowak, 2011	Bio-economics	Symbiotic development
Peterson and Seligman, 2004	Positive psychology	Character Strength for initiating relationship
Luthans et.al., 2001 and Koya, 2014	Leadership	Decision making
Vikari and Tornaghi, 2010	DfSI	Inspiring possibility through participation

### **Generosity of Spirit**

Table 2 summarizes key literature on Generosity of spirit during teamwork for DfSI. Generosity of spirit, according to Nowak, is the ability to accept a lower share of benefit or a bigger share of cost arising from co-operation with others. Peterson and Seligman mention Generosity is doing more than what is only fair and co-operating in the face of what seems to be a punishment and when kindness cannot be returned. From a DfSI point of view, generosity is needed for a user-centred, participatory or co-design approach according to a survey done by IDEO published in Harvard Business Review (Amabile, Fisher and Pillemer, 2014).

*Table 2: Key literature on Generosity of spirit during team work for DfSI*

Author	Context	View
Nowak, 2011	Bio-economics	Sharing benefits and cost of co-operation
Peterson and Seligman, 2004	Positive psychology	Doing more than what is fair
Amabile, Fisher and Pillemer, 2014	DfSI	IDEO's Culture of Helping by making collaborative generosity the norm

### **Forgiveness for defection**

Table 3 summarizes literature which show forgiveness as an inner value for team work and DfSI. The inner value of forgiveness has been extensively studied by various disciplines including different religious studies. Nowak explains forgiveness with the example of a tit-for-tat strategy, where the consequences of non-cooperation are too harsh and forgiveness is required to reciprocate such non-cooperative action with co-operation, during the next interaction. Peterson and Seligman explain that forgiveness is important for the restoration of established relationships. Within design, forgiveness has been considered a fundamental aspect of DfSI (Kwon, 2013).

*Table 3: Key literature on Hopefulness for co-operation during team work for DfSI*

Author	Context	View
Nowak, 2011	Bio-economics	Reciprocating defection with co-operation
Peterson and Seligman, 2004	Positive Psychology	Restoration of relationship
Kwon, 2013	Design	Fundamentals of DfSI

### **Patience to let events unfold**

Table 4 above presents the literature on Patience as an inner value during teamwork for DfSI. Many different authors in Design propagate patience. For example, Osborne promotes brainstorming and insists ‘do not interrupt’, which is patience. On the other hand, Nemeth explains discussion and challenging views build knowledge and warns that patience to let events unfold is required to avoid chaos. It is important to note that patience as an inner value is not passive waiting but an active effort to find balance in the face of adversity.

*Table 4: Key literature on Patience during teamwork for DfSI*

Author	Context	View
Osborn, 2008	Design	Patience towards unacceptable ideas
Nemeth, 2008	Design	Patience towards opposing ideas
Grossman, 2011	Psychology	Not reacting before letting event unfold completely
Hunter and Rigby, 2009	Gandhian Philosophy	Preserving balance in adversity
Swami, 2000	Culture Studies	Not waiting or enduring but actively seeking balance

### **Acceptance of situation**

Table 5 shows the key literature on Acceptance as an inner value for teamwork during DfSI projects. With regard to Design, Acceptance of a situation can include accepting other’s opinions, as Nemeth explains, or acceptance of other’s ideas, as Osborne describes. Acceptance is experiencing events in a balanced way. This is true for good and bad events. Therefore, Kabat-Zinn explains acceptance as ‘facing unexpected events’ and remaining steady in thoughts and actions.

Table 5: Key literature on Acceptance of situation during teamwork for DfSI

Author	Context	View
Nemeth, 2012	Design	Acceptance of debate and criticism
Osborn, 2008	Design	Acceptance of creative out-of-the-box ideas
Heyes, 1994	Biology	Experiencing event without defence, as they are
Kabat Zinn, 2013	Psychiatry	Facing unexpected events
Peterson and Seligman, 2004	Positive Psychology	Steady thought process irrespective of faced events

### Being Non-Judgmental

Table 6 summarizes the key literature on being Non-judgmental as an inner value during teamwork for DfSI. In Design, being Non-judgmental is considered important in the words of Osborne who states, “*Creativity is such a delicate flower that a hint of judgement can hinder it*”. Non-judgmental attitude is required to genuinely understand our own experience along with all associated emotions and feelings. It is an attempt not to let personal bias come in the way of our objectivity or another’s creativity. However, being non-judgmental should not be equated to not being critical. As Nemeth points out, while critical review of ideas is necessary, being judgmental is a final permanent opinion, which can hinder discussions.

Table 6: Key literature on being Non-judgmental during teamwork for DfSI

Author	Context	View
Osborn, 2008	Design	‘Do not criticize’ strategy for creative input
Kabat Zinn, 2013	Psychiatry	Genuine account of reality
Biestek, 1953	Social Work	Avoiding personal bias

### Keeping a Beginner’s mind

Table 7 summarizes key literature reviewed during this research to understand the role of Beginner’s mind as an inner value during teamwork and DfSI. Human memory is made of fear based synaptic connections, which are required for survival. However, such old knowledge hinders growth and development through new knowledge. Therefore, Varela talks about unlearning and mentions keeping a beginner’s mind as an important step for improving cognition. It is not an act of forgetting but looking at things from a fresh pair of eyes, as if for the first time. It is the ability to maintain balance between novelty and knowledge in relationships so that creativity can evolve.

Table 7: Key literature on keeping Beginner’s mind during teamwork for DfSI

Author	Context	View
Uzzi, 2007	Creative studies	Correlation between Strength of



		Relationships and Creativity
Varela, 1993	Enactive cognitive science	Unlearning the fear based synaptic connections
Scharmer, 2010	Leadership theory	Burden of knowledge
Kabat Zinn, 2013	Psychiatry	Experiencing everything as if for the first time
Suzuki, 2000	Japanese wisdom	Letting go preconceptions

## Research Methods

After identifying the list of inner values from literature, it was necessary to confirm their importance to design practice within the DfSI context. A scientific, rational and objective method is key in determining if the inner values are actually important to Design practitioners.

### Survey Method

A survey method was selected to collect quantitative and qualitative data from participants who are expert design practitioners with experience of working in teams during DfSI projects. In terms of ethical research practices, these participants are above the age of 18 years and are not categorized as vulnerable according to the Mental Capacity Act (2005). The survey was divided into four sections. Section A collected basic demographic information about the participants such as their age, experience in the field of teamwork during DfSI and the nature of their experience as either a design practitioner/design academic or both. This section also enquired about the organization the participants have been affiliated with. Section B was the main survey and consisted of seven questions about the inner values explained above. Each question was preceded with the table showing different sources of literature (as above), followed by a short introduction summarised from the tabulated literature. The questions were to be answered by selecting an option from the seven point Likert likelihood scale (Moors, et.al., 2014) for an inner value channelling your (or any designer's) decisions and actions while working in a team during DfSI projects. The participants were provided with some space after every question to give a reason for their choice on the Likert scale. An example of the questions asked to collect the reflection of participant experience is given below:

*Table 8: An example of qualitative and quantitative questions asked during the survey*

In your expert opinion, do designers require the inner value of Hopefulness for co-operation as defined above during teamwork in DfSI?

☒ Always true 
 ☐ Usually true 
 ☐ Often True 
 ☐ Occasionally 
 ☐ Rarely true 
 ☐ Usually not 
 ☐ Almost never

Reason for your choice:

Section C was created for the participants to provide additional comments e.g. any additional references they thought the research should look at, any other inner values they considered relevant. Finally, Section D provided the list of references. The participants were provided with a Participant Information Sheet, which provided the following information:

- Why the survey was being conducted
- Who were the expected participants
- The rights of participants
- Structure of the survey
- Informed consent

The participants confirmed their informed consent in accordance with ethical research approval. Any incomplete surveys were not considered for analysis.

## **Analysis**

### *Process of Analysis:*

The survey data was made anonymous and stored securely. The responses to the likelihood of an inner value being useful for teamwork during DfSI was collected with the reason for the choice. Therefore, the survey collected quantitative data from the Likert scales and qualitative statements from the reason for the choice, which provide a deeper understanding of the expert design practitioners' perception of the role of an inner value. The quantitative data was analysed using descriptive statistics and presented in graphs while the qualitative responses were coded for the purpose of backtracking and review. For example, the response from the third participant to the role of inner value 1 was coded as P3Q1. The quotes were divided into for and against arguments based on the choice on the Likert likelihood scale with the reason provided for the choice. The outcomes of the analysis process are explained below.

### *Demographic Information*

The demographic information of the respondents can be seen in the graph in Figure 5. It indicates that the study has an equal gender distribution and has used responses from experts across a wide range of design experience. The graph shows that all participants have expertise as design practitioners and some participants (less than 20%) also act as design academics. The participants came from a wide range of countries as shown in the table below:

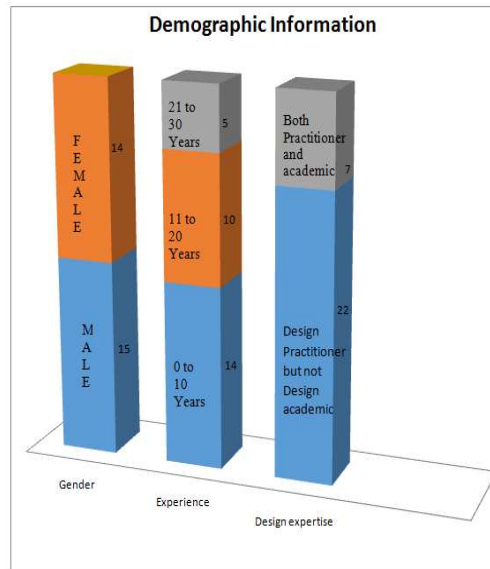


Figure 3: Demographic details of data

Organization(s)	Country
FHNW, Basel (Switzerland) Graphic design- Research, Elewijt	Belgium
Interactive Institute	Sweden
Barnbrook	GB
The Chase	GB
Design Intellect	GB
IBM	US
Central Saint Martins, University of the Arts London	GB
Newcastle University	GB
The Sage	GB
Northumbria University	GB
RISE Interactive	Sweden
Oslo University	Norway
IDEO	GB
Philips design	Netherlands
Prefer not to mention	GB
Design Solutions, IBM	US
Malmö University	Sweden
Accenture, Newcastle	GB
Glasgow school of Art	GB
Recreational Equipment, Inc. Co-op	US
RVI Bradford	GB
IDEO, Germany	Germany
Baltic	GB
Think Public	GB
MindLab	GB
thinkpublic	GB
JISC	GB
Baltic Centre	GB
Doors of Perception, Royal College of Art	France

Figure 4: Institutional background and Country of participants

### Findings from the Quantitative analysis:

The graph below in Figure 5 shows the choices of the 29 participants on the likelihood scale during this survey. The lighter shades of grey in the graph show a high likelihood, while darker shades show low likelihood that the particular inner value has been considered useful for teamwork during DfSI by the expert design practitioners.

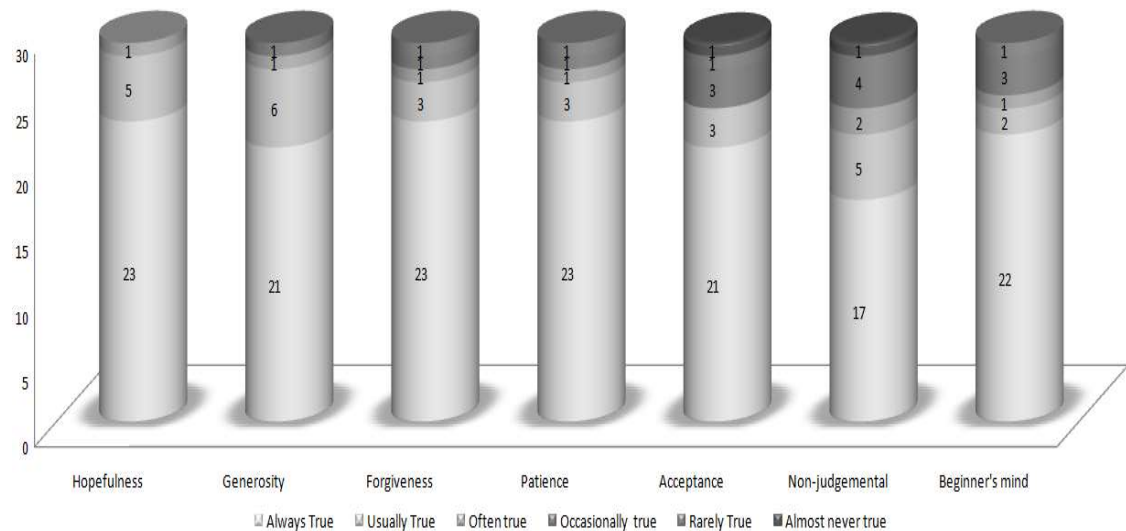


Figure 5: Results of likelihood scale from survey

### *Findings from the Qualitative analysis:*

The analysis of the qualitative data was initially conducted by segregating data based on the corresponding choice on the likelihood scale. However, it was realized that this way was simplistic and would not do justice to the variety of interpretations of application of inner values provided by the expert design practitioners. Therefore, the data has been segregated to derive themes that recurred in the comments, to bring out these themes as arguments arising from data. Such analysis of data leads to more questions than answers, revealing the complexity of judgements that were being made by the experts. These themes arising in the form of questions are presented below. The relevant data is shown only for the inner value of hopefulness to keep within the word count for this paper.

### *Hopefulness for co-operation:*

#### **Do designers require hopefulness?**

Quote P13Q1 explains the importance of hopefulness at a personal level, "Working in social innovation as a designer means having hope that you will succeed, that people will work with you and consistent efforts will lead to successful positive change." Further, quote P1Q1 explains the importance of hope at the project level, "Without hopefulness, there is little point in starting anything. Designers always hope that their work will affect the behaviour of people and change things for the better ...". Quote P8Q1 elaborates why hope is needed, "In all projects I worked on, the design team and I have remained hopeful. For example, in a social innovation project with the local community we required sensitive information, which could be embarrassing for participants to talk about. The hopefulness for co-operation shows in the approach to the participants and that is what they respond to and open up to." In addition, quote P12Q1 clarifies how hope works, "The designers in Social Innovation projects are working with intangible human feelings and having hope shows the stakeholders and participants in a project the confidence of positive change in the future. This attracts positivity from them, which makes the project move forward and complete successfully." Quote P29Q1 exploits the creation of hopefulness and explains, "Hope co-exists with preparedness for things to develop in an unexpected way - so I have said 'often true' rather than 'always true'". Quote P7Q1 explores the context of teams and clarifies, "It is important to be hopeful that the rest of the team will contribute in a likeminded way, otherwise there would not be a reason to collaborate with those team members." Thus, according to the expert design practitioners who participated in the survey, the inner value of hopefulness for co-operation is essential for teamwork during DfSI to start a project, build relationships with other team members, stakeholders and community members and to create a positive trusting environment during the project.

#### **Can designers remain hopeful through the course of DfSI?**

The process of team work during DfSI requires the inner value of hopefulness but data shows that maintaining such hope seems to be an issue. P5Q1 explains consistent hope is not possible, "*Hopeful designers perform better because their commitment shows. During the course of the (design) process there are high and low points for hope.*" The reason for these 'ups and downs' is explained in quote P24Q1: "*In my experience hope is important in social innovation projects as the problem and possible solutions are unclear. It could get really messy working through the uncertainty but hope keeps the project going.*" Thus, the data shows that even though hopefulness is an essential inner value, designers, stakeholders and the community may not always remain hopeful at all times due to uncertain circumstances that may suddenly change during the course of the project.

### **Who is responsible for remaining hopeful?**

The quotes discussed earlier explain the importance of designers remaining hopeful (refer to quotes P1Q1, P5Q1, P12Q1 and P13Q1). The quote P23Q1 reinforces the point, *"Hope keeps designers going through thick and thin. But it is even more essential to a community that the people bringing change remain hopeful, it is equally important to funding organizations, local councils and other stakeholders that the team responsible for change remains hopeful. Hope builds confidence into the efforts of the team."* Further, quote P3Q1 puts the sole responsibility of being hopeful during DfSI onto the designers, *"To start off, the design team needs to be hopeful but it cannot be expected from other stakeholders and community members you design for. DfSI needs designers to remain strong and hopeful even when morale is lowered by uncooperative situations."* On the other hand, quote P10Q1 exclaims, *"It (hopefulness) is not necessarily a requirement for the designer, but it is for the stakeholders involved."* The general consensus remains that the responsibility of remaining hopeful is shared by both designers/design teams as well as stakeholders/community and quote P4Q1 explains *"Hopefulness is important during social projects to create the enthusiasm about the work. Within design teams hopefulness is also important, but the community which you work for also needs to be enthusiastic."* The participants differentiated between the hopefulness of designers and the hopefulness of other stakeholders and community members for whom the project works and the data has also raised the question of who is responsible for creating and maintaining hopefulness during DfSI and the answer seems to be that everyone involved shares the responsibility of remaining hopeful.

### *Generosity of spirit:*

#### **Do designers require a spirit of generosity?**

Expert design practitioners believe that designers need to take the first step and be generous so as to build trust with stakeholders and community members during DfSI. Designers cannot have the attitude of doing transactions and generously keep contributing even when such generosity is not returned immediately. Experts believe this is a very difficult and heart breaking process but essential to gain support. Further, some experts believe that during DfSI, designers act as facilitators or mediators and they need to be generous by giving up the control of the creative outcomes to the community they design with. Even within teams, experts believe that designers need to give importance to the input from other members and stakeholders. Thus, the importance of being generous is summarized by one of the participants: *"desirable social outcomes can seldom be imposed; a spirit of giving is usually a valuable factor"*.

#### **Is Generosity easy?**

Expert design practitioners seem to believe that it would be good if everyone involved in the DfSI process showed generosity of spirit. However, a spirit of generous behaviour seems to be instigated mostly by the designers while other stakeholders and community members are not expected to do so during the initial stages. Yet many experts agree that reciprocal acts of generosity from the community and stakeholders are rare, making a continuing effort of being generous a difficult endeavour for the designer/design team.

### *Forgiveness for defection:*

#### **Is Forgiveness an important inner value?**

Change is hard for a community and yet designers are responsible to create change making forgiveness an important quality for the designers. Expert design practitioners explain how they forgive other team members, stakeholders, community members and even themselves for circumstances arising during DfSI. A few expert design practitioners were not comfortable or familiar with the concept of forgiveness in the context of DfSI or they believed forgiveness depended on the situation (e.g. length of the project). However, the larger consensus remains that forgiveness is an essential inner value for team work during DfSI (quotes P1Q3, P2Q3, P3Q3, P4Q3, P5Q3, P8Q3, P12Q3, P13Q3, P23Q3 for forgiveness versus quote P10Q3 and P29Q3 against). Quote P12Q3 best summarizes our finding: *"Designers forgive and move on very quickly. This is what they call; fail early to succeed sooner. Without forgiveness, designers would be stuck at every failure."*

#### **Who forgives whom?**

It is curious that forgiveness from the community or from stakeholders has not been mentioned by expert design practitioners who participated in this study. The greater consensus seems to be that forgiveness is an inner value primarily for the designer as they need to forgive themselves, their own design practice, others involved in such practice, such as stakeholders or members of community, and last but not least, designers forgive intended or unintended situations and outcomes arising from the complexity and uncertainty that surrounds the DfSI process.

#### **Can designers always forgive?**

Expert design practitioners seem to believe that designers as professionals gain insights from reflecting on their own design practice and this seems to make forgiving oneself difficult. The data shows that forgiving others during the DfSI projects seems to be a comparatively easier task than forgiving one's own choices.

### *Patience to let events unfold:*

#### **Is patience an important inner value?**

The data indicates patience is an important inner value for designers during DfSI to work with others and to deal with uncertainty, but it is not always easy, either due to circumstances or because of the nature of design practice being solution oriented. Circumstances require designers to remain patient yet designers may not always have liberty to be patient due to impending deadlines. One of the participants cautions that designers sometime expect quick results rather than a long-term vision and design education needs to address such a problem. Yet, most expert design practitioners who participated in this research believe patience is important but a judgement call for the designer during DfSI. This is summarized in a quote from one of the experts: *"patience to let events unfold is usually true (as an important inner value for designers) - but sometimes the designer (or someone else) needs to throw a rock into the pool to stir things up"*.

#### **Who should practice patience and towards whom?**

Expert design practitioners seem to agree that designers are primarily expected to keep patient to apply the design process during DfSI. Some experts mention that patience is an

important inner value for everyone involved in the design process, but designers primarily need to keep patient during DfSI while other stakeholders may not remain patient.

#### *Acceptance of a situation:*

##### **Is acceptance of a situation an important inner value?**

Some expert design practitioners considered acceptance to be important for a variety of reasons while others interpreted the inner value of acceptance differently and considered it to be counter-productive. Acceptance has been considered important for designers, stakeholders and community members with regard to the limitations and boundaries of the project, limitations of people involved in DfSI, vagueness of the design process in general, uncertainty of outcomes, and most importantly accepting the complexity of DfSI, which may lead to situational mishaps and unavoidable circumstances. On the other hand, a few expert design practitioners described the designer as the person who always seeks a better answer yet they acknowledge that designers accept the responsibility for changing things throughout the project and after the project ends, they expect their process and outcomes to reflect and improve. The experts throw-up an important point, that within teamwork for DfSI, designers work towards consensus rather than just acceptance and this means sometimes designers do not accept an event and fight to change it. However, a few expert design practitioners have testified that during DfSI the designer needs to 'experience an event in a balanced way' (Kabat Zinn, 2013), a quote from the literature discussed earlier and one which the participant aptly summarizes as: "Social innovation with design requires you to accept but also have ability to change things. More importantly it is the wisdom to recognize when to accept and when not to."

#### *Being Non-judgmental:*

##### **Is it important to be non-judgmental?**

The quantitative data showed that many participants (24 out of 29) considered being non-judgmental as a useful inner value for teamwork during DfSI. However, the reason provided for such choices covered a range of interpretations and usefulness of the inner value of being non-judgmental during DfSI. Experts seem to believe that designers primarily require the inner value of being non-judgmental to build 'trust with' and 'empathy for' the stakeholders and the community members. But many expert design practitioners considered making a judgement to be an essential part of design practice and some also believed that not all judgements designers make during DfSI may seem rational or instinctive and will require balance between 'rational', 'emotional' or a combination of both. Thus, the data shows that being non-judgmental may be important towards other people involved in DfSI but judging and exploiting situations may not be as counter-productive as literature suggests and a necessary step in the design process during DfSI.

##### **Is it possible to be non-judgmental?**

Expert design practitioners reflecting on the importance of being non-judgmental while working in teams during DfSI voice concern about this inner value. The point brought forward is that design is hardly a rational or structured process and requires designers to rely on being visionary, thinking out of the box, understanding and applying emotions. Designers should facilitate DfSI non-judgmentally to include other's contributions and

then judge the value of the ideas/opinions to generate interpretations for building solutions. This makes being non-judgmental constantly an abstract idea and to some extent counter-productive during DfSI. Further, some experts spot that being truly non-judgmental is not humanly possible and even if it were, being always non-judgmental would not be beneficial during DfSI.

#### **Who should be non-judgmental?**

According to expert design practitioners, any acts of being non-judgmental need to come from designers when they act as facilitators. Thus, designers may judge situations, ideas and processes but should avoid judging people involved in DfSI, which include team members, stakeholders and community members. The literature and data describes judgements as 'after-thoughts' and those judgements contributing to blame are not productive and those contributing positively to the design process are important and remain the responsibility of the designer.

#### ***Beginner's Mind:***

##### **Is having a beginner's mind an important inner value?**

Most of the expert design practitioners who participated in this research believe having a beginner's mind may be useful during DfSI. However, the reasons for their answer reveals that having a beginner's mind may entail a range of abilities. These include having an open mind to new ideas, observing old things in a new light and creating new things altogether. They explain the difference between newly learning as opposed to unlearning and highlight the importance of experience during DfSI. The important question brought out is *"Yes (beginner's mind is an important inner value), but how to distinguish between 'old knowledge', which is hindering the process and that which can be useful?"*

##### **Who should have a beginner's mind?**

Most expert design practitioners during this study put the responsibility of having a Beginner's mind and being creative onto designers. However, the data shows that designers are trained to keep a beginner's mind and learn things anew, but in DfSI projects, designers need the community to be able to do the same. A quote from one expert design practitioner summarizes what other experts mentioned: *"Unlearning old habits is an essential pillar to bring change and create social innovation. All our efforts as designers are to facilitate the unlearning process."*

##### **Other inner values important for team work during DfSI:**

One of the questions to expert design practitioners during this survey was; are there other inner values that may be important for teamwork during DfSI. The experts provided a range of different inner values such as: empathy, trustworthiness, trustfulness, enthusiasm, altruism, tolerance, ingenuity, playfulness (ability to enjoy and make things enjoyable), leadership, courage, resourcefulness and being humble.

#### **Conclusion**

The study set out with an aim to identify, understand and verify the inner values that are important for teamwork during DfSI. The literature review identified seven key inner values, which may play an important part in teamwork during DfSI. These are: hopefulness for co-operation, generosity of spirit, forgiveness for defection, patience to let events unfold, acceptance of situations, being non-judgmental and having a beginner's mind. The



responses collected from expert design practitioners revealed their reflection on personal experiences of working in teams during DfSI projects. These experts had a very different story compared to the literature and revealed the complexity that surrounds DfSI projects. Therefore, data from this study leads to more questions than answers.

Whilst the expert design professional believes the inner values that are promoted by literature are important to teamwork during DfSI; they also reveal that these values are not necessarily always applicable in every situation. Furthermore, even when they are applicable, it is incredibly challenging and difficult to apply them. It is deduced that the inner values are a situational remedy that assist designers during social innovation projects (DfSI). An expert participant explained inner values as, “tools in the belt of the designer”. Thus, designers require the wisdom to recognise the strengths and weaknesses of different inner values and trade-off their respective value within the project context for the benefit of teamwork during DfSI.

#### *Limitations:*

The survey method started out to try and answer questions about the importance of certain inner values for the practice of teamwork during DfSI. Findings from this survey are the reflections from expert design practitioners. This is the first time that a study has attempted to correlate values that literature sees as important with the evidence from the experience of DfSI practitioners. Therefore, this paper appeals for an integration of knowledge from similar future studies. The restriction on time and resources has limited the response to this survey from experts in the western world. Extending this study with views from experts from Eastern cultures seems to be an obvious next step.

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